DOCUMENT RESUME

ED 338 861 CE 059 557

TITLE Guide to Transnational Cooperation in the Field of Distance Training.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (Germany).
REPORT NO ISBN-92-826-1814-5
PUB DATE 91
NOTE 96p.
AVAILABLE FROM UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-59-90-443-EN-C: $8.61).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Access to Education; Continuing Education; *Cooperative Programs; Developed Nations; *Distance Education; Educational Philosophy; Foreign Countries; Guidelines; Independent Study; Institutional Cooperation; *International Cooperation; *International Educational Exchange; *International Programs; Postsecondary Education; Program Administration; *Program Development
IDENTIFIERS *European Community

ABSTRACT

This guide was developed to help administrators develop transnational distance education programs. It is organized in the order in which a cooperative project develops, using a question-and-answer format. The first seven chapters of the guide are structured to reflect the successive phases of a project: (1) Why should transnational cooperation be set up? (2) how to find the right partners; (3) how to define and agree on a working program; (4) how to define and agree on a financial plan; (5) how to obtain support for a project; (6) how to administer a cooperation project; and (7) how to use the results of cooperation. The eighth chapter contains a brief description of a few typical cases of transnational cooperation; for its examples, it refers to and quotes from the first seven chapters. The ninth chapter is a summary of some of the programs being promoted by the Commission of the European Communities, and the 10th chapter contains useful background on information sources. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338861

Guide to transnational cooperation in the field of distance training

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

2 BEST COPY AVAILABLE

ee059557

CEDEFOP

CEDEFOP

Guide to transnational cooperation in the field of distance training

Project promoted by CEDEFOP

Project management: Duccio Guerra
Contributor: Tina Bertzeletou

General coordination: Corrado Politi

Additional contributors:
Forschungsgruppe Kammerer – Guido Kammerer
Scienter – Giancarlo Corsi, Claudio Dondi
and Maria Linsalata

Director of CEDEFOP: Ernst Piehl

European Centre for the Development of Vocational Training (CEDEFOP)
Jean Monnet House, Bundesallee 22,
D-1000 Berlin 15, telephone 030/88 41 20,
telefax 030/88 41 22 22, telex 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities

Graphic conception: MOHR:DESIGN, Berlin
This publication is also available in French.

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 1991

ISBN 92-826-1814-5
Catalogue number: HX-59-90-443-EN-C

Articles and texts appearing in this document may be reproduced freely in whole or in part providing their source is mentioned.

Printed in the FR of Germany

4

index

Is a guide really necessary? ____ 4

How to use the guide ____ 6

1. Why cooperate? ____ 9

2. How to find partners ____ 17

3. How to define and agree on a working programme ____ 27

4. How to define and agree on the financial aspects of cooperation ____ 41

5. How to obtain support for a cooperation project ____ 47

6. How to administer and evaluate a cooperation project ____ 55

7. How to use the results of cooperation ____ 65

A few difficulties that have arisen in international cooperation ____ 70

European programmes for the promotion and development of distance training ____ 87

Information on distance training in Europe ____ 90

Distance training associations ____ 95

is a guide really necessary?

Cooperation must be a guiding principle if "differences" are to be regarded as of intrinsic value and if they are to be forged into a single common heritage of knowledge and experience. In this Europe of variety and divergence, vocational training is one context in which cooperation must replace confrontation.
All the programmes launched by the Commission of the European Communities are imbued with this guiding principle. Cooperation in matters of training affects everyone involved: researchers, academics, practitioners, politicians. From the production of new training media to experiments with new teaching methods, there is no field that will not derive practical benefit from cooperation.

If the strategy adopted is to cooperate, the manner of administering that cooperation must be audited and the right conditions provided so that it can be a factor in integration and development.

We are convinced that those conditions include not just financial incentives; they must be backed by ventures supporting and backing experiments in cooperation. The "guide" we offer here is intended to be one instance of such support.

Taking "distance and multi-media training" as our field of investigation, we produced a series of case histories based on experience with transnational cooperation. The cases were selected by applying a set of criteria to identify which are most significant. The aim was to find out why some cooperation ventures succeed and others fail. The case histories were gathered by means of analyses, questionnaires and interviews, the end result being a substantial body of research material.

At this point, the idea was put forward that the voluminous documentary material should be synthesized to produce a "guide to cooperation", a sort of vade mecum for those about to cooperate.

The case histories have been used as a framework in which to depict a few "typical cases" that will serve to enlighten others. Although the guide may seem down-to-earth, it raises a number of questions and suggests a few solutions, all of them derived from the case histories analysed. Our aim is not to teach anybody anything directly but to pass on the benefit of experience acquired by others.

We should like to express our gratitude to two research institutes – SCIENTER of Bologna and FORSCHUNGSGRUPPE KAMMERER of Munich – which, in accepting the commission from CEDEFOP, have experienced at first hand all the joys and sorrows of transnational cooperation.

Duccio Guerra

how to use this guide

The guide has been set out in the order in which a cooperation project develops. Each phase of a project also highlights a set of questions and answers, or at least a list of questions one should ask oneself and problems to be solved. The first seven chapters of the guide are structured to reflect the successive phases of a project:

- why should transnational cooperation be set up,
- how to find the right partners,
- how to define and agree on a working programme,
- how to define and agree on a financial plan,
- how to obtain support for a project,
- how to administer a cooperation project,
- how to use the results of cooperation.

The eighth chapter contains a brief description of a few typical cases of transnational cooperation; for its examples, it refers back to and quotes from the first seven chapters. As already pointed out, these case histories are taken from a series of studies on actual case material in the field of transnational cooperation projects. If users of the guide read through all the cases described in the eighth chapter, they will have a better idea of the sequence described in the seven previous chapters.

The ninth chapter is a summary of some of the programmes being promoted by the Commission of the European Communities, the ideal environment for transnational cooperation on vocational training and distance learning.

The tenth chapter contains useful background on available information sources.

8

There is no one method of consulting this guide. The user may start with any chapter, depending on the nature of the project, the phase of development it has reached and the problems for which solutions are being sought.

Some people may criticize the guide on the grounds that certain points are self-evident, but we hope that by the endthey will recognize the usefulness of a full inventory of questions to which thought should be devoted if a cooperation project is to be a success. Finally, we are not without hopes of this guide also being used as a "training module" for the many planners of training schemes being implemented as part of transnational cooperation.

The idea for the structure of this guide has been taken from "The Open Learning Pocketworkbook" by R. Lewis and L. MacDonald, published by the National Council of Educational Technology in Great Britain. We would like to thank the authors and publisher for allowing us to borrow from them.

index of keywords

Associations	2.2, 11
Agreement on objectives	3.2
Associations	2.2
Communication	3.4, 6.3
Contacts	2.4
Monitoring	3.5, 6.3, 6.4
Copyright	3.6
Costs	4.1, 4.2
Data bases	2.2
Decisions	3.3, 6.2
Evaluation	3.5, 6.4
Formalization	2.4
Funding	1.2, 4.2, 5.2, 5.3
Justification	5.1
Languages	3.4
Marketing	7.2
Mediation	3.3
Negotiation	2.4 ,3.2 , 3.6, 4.2, 5.2
Objectives	3.1
Partner selection criteria	2.1
Products	7.1
Public programmes	5.1
Purpose	1.1
Reliability of partners	2.3
Results expected	1.1, 3.1, 3.6
Skills to be acquired	1.2
Sources of information	2.2, 2.3
Strengths	1.3
Tasks	3.3, 6.1, 6.2
Timing	3.1, 6.2
Transfer of skills	1.3
Use of results	2.6, 7.1, 7.2
Work groups	6.1

why do you wish to collaborate with international partners?

1.1
What are your interests in international collaboration?

1.2
What do you expect of a partner?

1.3
What can you offer a partner?

example

Case A:
"In our case there was an extremely strong intention to cooperate at the time of the agreement, but we feel that a measure of ambiguity in defining the purpose somewhat detracted from the practical launching of operations. We felt that the setting up of a vague international cooperation network did not adequately meet our aspirations, which were rather to reduce the cost of producing materials for our own personnel."

Case B:
"At first we thought of opening a branch in another country but the risks were too high, since we did not have accurate information about the situation and requirements in other countries. Furthermore, we did not have sufficient capital for the necessary investment."

advice

Do you want to ...

- receive suggestions and new ideas from other partners?
- use international experience in distance training?
- expand your market for courses and teaching material?
- open up foreign markets for your products?
- develop new teaching material?
- share the development costs with several partners?
- buy or run courses at reasonable prices?
- get a better rate of return on your capital?

Existing cooperative arrangements offer a broad spectrum of possible activities.

- exchange of information and teaching material
- joint development of teaching material and distance training courses
- purchase of courses for the domestic market
- running courses in the domestic market
- taking over courses under franchising arrangements;
- sale and marketing of courses in foreign markets
- participation in joint research and development projects.

12

the purpose, results expected

1.1
What are your interests in international collaboration?

Have you clearly identified and defined your objectives for international collaboration?

What do you expect from international collaboration?

Have you considered what type of collaboration is best suited to your expectations and wishes?

How much time and money are you prepared to invest in international collaboration?

example advice

Case A:
"In fact since there was so little time available to draw up the project and find partners, we were unable to give adequate thought to what was being asked of each one, based on its skills and its resources. I believe that this cooperation should be thought through again right from the start."

Case E:
"We are a small institute. Technical matters are not our strong point, and consequently we are not in a position to extend ourselves any further in an area in which we have no experience and qualifications. At the same time, it is very difficult for us to assess what prospects the course offered by partner A and partner C will have in our country."

What capabilities are important for you?

- Information on and assessment of the market opportunities in the partner's country
- know-how in developing teaching material and distance training courses
- technical capacity to produce distance training material
- qualifications to translate teaching material
- experience and support in marketing activities
- experience of international collaboration
- international contacts
- know-how and experience in the research field 1.2

skills to be acquired, funding

1.2
What do you expect of a partner?

What particular capabilities do you expect of a partner?

Do you expect financial support from a partner?

Do you wish to collaborate with public establishments?

Do you wish to work on international programmes for the development of teaching material and new distance-learning media?

15

example advice

Case A:
"In fact we should have evaluated our strengths as the leader organization, and looked for partners who could have benefited from those strengths and contributed different resources and skills."

In what areas are the main strengths of your organization?

- assessment of market opportunities in the domestic market
- know-how and experience in developing distance learning courses and teaching material
- technical capacity to produce distance learning material
- know-how and experience in the research field
- qualifications for the translation of teaching material
- experience in public relations work, advertising and marketing
- experience in international cooperation
- experience in the management of complex projects
- international contacts

strengths, transfer of skills

1.3
What can you offer a partner?

In which areas do you have special know-how and experience?

Which of your "strong-points" do you wish to offer a partner?

What financial or institutional support do you want to offer a partner?

How much support in terms of time commitment, equipment, technical help etc. do you want to offer a partner?

Can you deal and work with a partner in his mother-tongue? In which foreign language(s) are you proficient?

how to find partners?

2.1
What should your partner be like?

2.2
How do you get the information in order to find potential partners?

2.3
How do you get information about potential partners?

2.4
How do you contact partners and make a proposal?

example advice

Case B:
"We are considering withdrawing from the project because in our country, where there is only a very limited tradition of distance training, a substantial advertising budget would be needed to generate sufficient demand to provide a return on our investment. Perhaps we made the mistake of associating with partners who are far stronger than us financially."

Case E:
"That is broadly in line with our thinking too. The distance-learning we provide in the field of informatics and electronics is still limited and we would really like to expand it, but a careful analysis has to be made of whether the courses offered by partner A meet the requirements in our market and whether they correspond to our house-style."

There are no absolute criteria for the choice of a suitable partner. There is almost no such thing as an ideal partner who can fulfil all possible expectations. You should, in the light of your project aims and special project requirements, carefully consider and assess what you feel are the most important characteristics in a partner.

partner selection criteria

2.1
What should your partner be like?

What characteristics should he have?

- experience
- capacity for, and interest in, innovation
- creativity
- flexibility
- trustworthiness
- financial soundness

What should be the nature of his institution or firm?

- large or small organization
- public or private organization
- same type of organization as yours

Which distance-learning activities should he be carrying out?

- whole spectrum of activities
- specialised fields in distance-learning
- experience in your specialised area
- same style of products (e.g. teaching material)
- same kind of teaching approach

What language ability should he have?

- ability to speak and work in your mother-tongue
- ability to speak and work in another language in which you are proficient

What standing and reputation should your partner enjoy?

- in his own country
- internationally

What place should he have in the market?

- his position in the domestic market
- his position in foreign markets
- his marketing activities

From what country should he originate?

- a country with more extensive experience in distance training
- a country with a larger potential market
- a country with few cultural differences by comparison with your own country

example advice

Case A:
"In my opinion, if the criterion adopted by the project leader in looking for partners had been that they should be complementary rather than getting on well with them on a personal basis, we should not be in this crisis situation today."

Case E:
"We have done a number of things. At association meetings, we have spoken with colleagues from several countries whom we thought interesting. We have made contact with ministries and evaluated various publications. We have devoted a lot of time to this excercise to get a good general picture."

"We wanted to expand, and that was the first important decision. We feel we have extremely good products to offer in our field since we have our own development department which is constantly reviewing existing courses and incorporating new technical developments into the teaching programme. There is only limited scope for further growth in the domestic market. For this reason we turned our attention to foreign markets. We obtained initial information about the market situation through contacts with colleagues. Unfortunately, there are few other sources of information about distance training."

Before you make contact with a partner, it would be useful to have information on:

- institutions, their activities and what they have to offer
- teaching material
- use of various media in distance training
- background information on the partner's country (education system, importance of distance training, regulations)

Existing data banks in Europe can supply information on:

- institutions
- teaching materials
- projects

- International Council for Distance Education (ICDE)
- Association of European Correspondence Schools (AECS)
- European Association of Distance Teaching Universities (EADTU)
- European Association of Users of Satellites in Training and Education Programmes (EUROSTEP)
- SATURN

associations, databases, sources of information

2.2
How do you get the information in order to find potential partners?

What information is already available in your organization?

What information do you require?

Do you know colleagues who could help you in finding contacts?

Do you have contacts with the major public institutions working in the field of distance education?

Do you know of national or international associations working in the field of distance education?

Do you have contacts with these associations? Do you regularly receive invitations to the meetings or congresses of these associations?

Do you know of any data-banks or documentation sources which have material on distance education?

Do you know of any European or international programmes which are concerned with the development of distance education?

The addresses of these organizations are given in chapter 11. Information about international programmes for the development of distance education is to be found in chapter 9.

example notes

Case B:
"I do not believe that withdrawal is a solution. Other partners have displayed far less commitment and are using their involvement in the project solely to promote their own image, without making any contribution and without contributing financially to the venture. I believe that your position is more honest and that thought should be given to the extent of the financial burden shouldered by yourselves."

Case E:
"After a number of talks with parties potentially interested in collaboration, it became clear to us that we had to clarify our ideas. We have developed a requirements profile and decided to negotiate with various possible partners in a joint meeting."

Experience shows that it is always useful to seek and make use of information from various sources. Informal information in particular often provides important clues to the standing and reliability of a possible partner.

Many cooperation contacts are made at meetings of associations and at congresses. Queries and interests can often be very rapidly clarified by personal contact.

"I got to know my future operation partner at an association conference", explained the managing director of a large correspondence school. "He had brought along some course material from home and I was able to form an impression of the quality of his products."

reliability of partners, sources of information

2.3
How do you get information about potential partners?

Which of the following sources of information are open to you?

- official information from public establishments
- informal contacts with ministries or public bodies
- access to data-banks or documentation sources
- personal contacts with colleagues or associated organizations
- invitations to, and participation in, the meetings of congresses of associations
- specialist magazines, trade press

example notes

Case A:
"Since we have never put the agreement on an entirely formal footing, we have great difficulty in persuading our management to give us wholehearted support in the operation."

Case E:
"We also have difficulties determining whether partner A's products are suitable for us, since no one in our organization understands the language."

The initial work of assessing the potential for collaboration can be done by the exchange of written material. The best impressions are obviously formed if the partners exchange parts of their teaching materials. But that is not so simple or straightforward as it sounds.

For one thing, there has to be a certain basis of trust before any course material is handed over to a "stranger". Secondly, the material – or at least extracts from it – should be available in languages that the interested foreign partner speaks well and understands. Experience has shown that language barriers can often be a major handicap in assessing the capabilities and quality of another organization.

contacts, formalization, negotiation

2.4
How do you contact partners and make a proposal?

Do you have written information about your organization and its activities?

Is this information available in languages other than your mother-tongue?

Are you prepared to make available teaching material to a potential partner? What conditions must be met for that to happen?

Have your teaching materials – or at least examples of them – been translated into other languages? Would you be prepared to do this in order to meet a partner's information requirements?

Have you considered and are you prepared to write down the aims and content of the cooperation project in a short paper?

What do you require in terms of written information from a potential partner?

Are you in a position to examine a partner's documents if they are written in his language or in another language?

Are you prepared for the fact that it takes a good deal of time and effort to develop clear ideas about collaboration and arrive at practical agreements?

Are you prepared for the fact that apart from analyzing the written documents, meetings and working sessions are normally required in order to establish a basis for collaboration?

how to define and agree on a working programme

3.1
How should the objectives and the results expected of your project be clearly defined?

3.2
How can the right objectives be agreed with partners to ensure that the cooperation is effective and lasting?

3.3
How should the roles of partners be defined?

3.4
How should a plan of communication be drawn up?

3.5
How can the effectiveness of the cooperation be measured?

3.6
How can the use of the end results of the project be defined?

27

example advice

Case A:
"Without a precise definition of the cooperation objectives, however, it was not possible to give proper justification for the differentiation in roles. In our opinion, it is from this point on that our current problems started."

In setting up a project that includes international cooperation, the objectives need to be clearly specified, staggered over a period of time and defined by giving clear references and stating the results expected. To achieve this, it is often advisable to arrange one or more meetings of all the partners. This initial investment may often improve the overall quality of the project by highlighting possible conflicting interests and ensuring that the partners are more wholehearted in their commitment to develop the project.

For timely monitoring of progress with the project, clear deadlines should be set for the results expected, and each partner should undertake to meet whatever deadline it has accepted.

In scheduling deadlines, it is often advisable to leave safety margins to allow for the difficulties that may arise when the work is being done by a transnational team. To think that one can keep to the same schedule as for a national project would almost certainly lead to frustration.

28

objectives, results expected, timing

3.1
How should the objectives and the results expected of your project be clearly defined?

Have you clearly stated the project objectives? Have your partners carefully considered and approved them?

Have you checked that the individual partners do not have conflicting objectives and interests?

Have you clearly established what the results will be in practical terms (teaching materials, research reports, publications, etc.)?

Has a precise time-table been set for the consignment of materials?

In planning your work have you allowed for possible delays due to the dispersion of partners, cultural differences and possible communication difficulties?

Are the agreed expected results consistent with the preset objectives?

29

example advice

Case A:
"Our agency joined the project with the intention of promoting the general development of research on distance training. I feel that the trend towards production and marketing of products means that our presence is not very significant, indeed it may be embarrassing."

It cannot be taken for granted that all the partners are pursuing the same aims, even though they are all taking part in the same project. In some cases, on the contrary, each partner will have different aims (financial results, the pooling of experience, enhancing its image, use of the end results, etc.) This is not necessarily a drawback, as each partner may contribute different aspects within its own field of concern, but those differing aims should certainly not be incompatible. The specific duties of the partners should be defined in the light of those aims, each partner being assigned the tasks that it is highly motivated to perform.

If the project is still in the definition phase, it is advisable to set "negotiable" targets. If you have devoted insufficient thought to the problem at the time of starting to cooperate, plan for possible changes that might be made to the targets if a crisis arises in the partnership, or if you simply need to remotivate an inactive partner.

30

agreement on objectives, negotiation

3.2
How can the right objectives be agreed with partners to ensure that cooperation is effective and lasting?

Are you sure that all your partners have similar objectives and expectations?

If your partners have different objectives, have you worked out an agreement on integrating those objectives in the project plan and on formulating common objectives?

Have the project objectives been formally agreed by all partners?

Do you feel that the agreed objectives will mean that your partners cooperate wholeheartedly with the project right up to the end?

If the objectives were not clearly defined at the beginning of the programme and if you have had some difficulty in starting up the cooperation, have you considered the possibility of modifying your objectives to stimulate greater commitment from your partners?

If the objectives cannot be modified at this stage of development of the programme, have you thought about the possibility of releasing a partner who is less motivated and active?

example advice

Case A:
"Our organization ought to have been involved in the analysis of training needs, rather than the development of teaching materials, as we do not have adequate expertise."

It is a good idea to establish clearly who is responsible for the various tasks (research, development of teaching materials, presentation of the project to the public, marketing, negotiations with sponsors) and what degree of independence each partner should enjoy in carrying out its duties.

There is no reason why all partners should be involved at the more significant decision-making level, but if some of the partners are not involved the risk of their gradual loss of commitment will be greater.

Once it has been established who does what, by what date and according to which criteria of acceptability, it is recommended that agreements be put on a formal footing. This precaution is particularly useful if the partners include public bodies in which there are frequent changes of political and administrative responsibility.

In many cases of international cooperation "on a parity basis" among agencies or groups of agencies from several countries, it has been found that the role of "mediation" or "international coordination" should be entrusted to an international body or one with experience in the management of transnational projects. This idea should be taken into consideration in particular where the project is highly complex in its objectives and in the number and nature of the partners involved.

32

tasks, decision, mediation

3.3
How should the roles of the partners be defined?

Have you clearly defined all the activities included in the cooperation programme?

Is the apportionment of functions and tasks consistent with the partners' capacity?

Has sufficient attention been paid to their strengths and weaknesses?

Are tasks shared out according to each partner's specific objectives and do they reflect their motivations?

Are rules and tasks apportioned in a fair and even manner among the partners, having regard to cost, workload and the availability of resources?

Have you established the degree of independence of each partner in carrying out the activities it has been attributed?

Are all the partners involved in the more important decisions on developing the project?

Are there plans to formalize the cooperation agreement and make it binding on all the partners?

33

example advice

Case C:
"It must be admitted that we are not used to communicating with partners in other countries except in meetings. Between meetings work tends to slow down due to the lack of regular contact with the partner in the other country."

In a project it may be useful to plan various ways of communicating that fit in with different phases and situations:

- Direct communication in work groups and in meetings
- Distance communication by telephone, fax, electronic mail, teleconferencing etc.

It is good practice not to have too many meetings, but where meetings are in fact planned sufficient time should be allowed for a genuine sharing of views and practical results from each one. Sending out the agenda in advance together with any other documentation may save a good deal of time in meetings, especially those attended by people with different mother-tongues.

When communication is oral, normally the language used on each occasion can be the one in which communication among the people directly involved is most effective. In written communication, on the other hand, it is advisable to lay down clear-cut criteria. For example, one partner might save time by not translating, but this may mean that many of the other partners have to spend time on translation at their end. For working communications, it is a good thing to choose one language as a medium. Where producing teaching materials in several countries, it is to be recommended that each partner should produce them in its own mother tongue.

34

communication, languages

3.4
How should a communication plan be drawn up?

Have you identified the main contents and situations calling for effective communication in your project?

Are you able to list them according to parameters such as the degree of formality required, the degree of urgency, complexity, frequency, etc?

Apart from ad hoc communication, is there also a need for regular communication among the partners?

Are you thinking of setting up a central unit responsible for communication?

Have you calculated the costs and benefits of the various methods of communication (post, telephone, fax, meetings, electronic mail, etc.)?

Has an overall plan of meetings been drawn up under the project?

Have you agreed on the language (or languages) which will be used to communicate among the partners?

Do the rules on the use of language differ for written communication and for personal meetings?

If the partners are unable to communicate effectively in the language chosen, has thought been given to the idea of attending language courses or recruiting personnel with greater language skills?

example advice

Case B:
"How can we evaluate a project solely on the basis of a few percentage measurements, without actual criteria having been agreed?

In addition to the criteria for the evaluation of the project as a whole, it is helpful to evaluate the specific results of transnational cooperation such as:

- enhancements to the end quality of products arising from the existence of a transnational team;
- meeting deadlines despite the difficulties in transnational communication;
- economies effected as a result of cooperation;
- solidity of the cooperation established;
- effectiveness of communication among partners.

Many other criteria may be appropriate to your own situation. It is important to define clear-cut levels of acceptability for each criterion.

To check whether the aims of cooperation are consistent with the criteria for the evaluation of that cooperation:

→ chapter 1
→ chapter 7
→ chapter A, B.

36

control, evaluation

3.5
How can the effectiveness of the cooperation be measured?

Have you defined clear-cut criteria for evaluating the effectiveness of the project as a whole?

In the light of the objectives that were the original reason who you embarked on transnational cooperation, have you set specific criteria for determining whether they have been achieved?

Have these criteria been compared with your partners' criteria?

Has an order of priority been defined and agreed for those criteria?

Are you prepared to monitor those aspects of the project which are most pertinent to an evaluation right from the start of the project, and do you have the resources to do so?

Are all the partners involved in the work of monitoring and evaluation?

37

example advice

Case D:
"I do not feel that the materials resulting from the cooperation can be said to have been improperly used. Since the criteria for their use had not been defined in advance, each partner regarded itself as free to dispose of all the materials according to whatever opportunities arose".

The absence of a specific agreement as to the use of findings may give rise to critical situations when opportunities arise to make use of the results of the end-product of collaboration and its financial value. A more general recommendation is that agreements among all the partners potentially involved should be clearly defined and signed.

A point to recommend is that thought should be given to distributing the products to countries other than those in which the partner organizations are based, in view of the advantages to the partners of developing products in languages in more common use at world level.

38

copyright, negotiation, results expected, use of results

3.6
Have you agreed on the use of the findings by all partners?

Has a clear-cut plan been made of the use to be made of the end results of the products (teaching materials in several languages, research reports, publications, etc.)?

In particular, has it been clearly defined who will be responsible for the distribution and/or sale of the products in the countries in which the project partners operate and in other countries?

Are you ready for negotiation with partners on these aspects?

Has consideration been given to the problems arising from the various distribution methods (free distribution, sale, hire) in a given country or in other countries?

If the products to be produced are to use existing publications, have you planned to extend the authorization you will have to obtain from the original owners to the subsequent phase as well?

Have you put all agreements in writing in order to avoid subsequent disputes between the partners and other parties involved (authors, publishers, sponsors, etc.)?

39

how should the financial aspects of the collaboration be defined and agreed?

4.1
How can one estimate the costs of collaboration?

4.2
How can a business plan be agreed?

example advice

Case C:
"In our opinion the initial budget was under-estimated right from the start: the uncertainties ensuing from certain promises which were not kept naturally added to the attitude of reasonable prudence, but not defeatism."

The costs of international collaboration may for example include direct costs such as: the cost of travel and accommodation for meetings, communications (postal, telephone, fax, etc.), translation and interpreting; and costs associated with the additional working time taken to organize meetings, seminars and gatherings to present findings and to study and understand cultural differences and alternative ways of organizing training systems.

It is an extremely difficult operation to compare, during the phase in which the project business plan is being defined, the costs and benefits that can be expected from the collaboration which it is intended to launch. In particular it is no simple matter to quantify the benefits that can be expected, or to arrive at a precise estimate of the costs, because of the need to consider the prices of goods and services to be acquired in different countries, with the possibility of exchange rates fluctuating.

→ See chapter 1 to identify the benefits that can be expected from collaboration.

costs

4.1
How to draw up an estimate of the costs of collaboration

Under the overall business plan for the project, have you identified the costs of international collaboration?

Are you in a position to say what proportion of the overall budget these represent?

Are you in a position to state a quantitative value for the benefits that you expect from collaboration?

Have you made a comparison between the costs and benefits expected from collaboration?

In defining an estimate of expenditure, have you considered the various costs of labour, money and the services in the project in the various countries involved?

Have you considered the possible consequences of significant variations in the rate of exchange over the period of the project?

Have you as a result provided for a percentage of unforeseen expenses to cover possible fluctuations in the rate of exchange?

example advice

Case C:
The partners agree as to the fact that at the beginning the costs were underestimated by about 40 % and, considering the situation and the impossibility of keeping to the plan that has been defined, they are deciding to stop work and give up the EEC grant.

To allocate most of the funds (and the work) to the initial promoter of the project may be advantageous in the short term, but it may be the source of demotivation for the other partners.

On the other hand, if the funds obtained are divided into equal shares this may lead to working difficulties, if in practice some of the partners have more substantial and demanding work to do in the project. It is always advisable to set aside a percentage of the grant for the project leader, or at least for the partners who are performing the coordination role.

In the case of certain activities, it may be convenient to concentrate them in a single country where the cost is lower or the quality higher. To share out each activity equally among all countries, is not normally the most economic solution.

Any agreement that is reached among the partners should be put in writing and signed to avoid any dispute arising at a later date.

If the risks associated with variations in rates of exchange are to be reduced, it is advisable to make payments in ECUs or in currencies forming part of the European monetary system.

costs, financing, negotiation

4.2
How can a business plan be agreed and the costs and earning shared out?

In estimating the project costs, have the criteria been agreed among the partners?

Are the criteria for the breakdown of any external financial support among the partners clear and have they been agreed?

Does the apportionment of funding reflect the distribution of the workload?

Has each partner approved the estimate of costs and earnings as far as it is concerned itself?

→ 3.7, 7.1, 7.2 for agreements on possible earnings arising from the use of results.
→ 5.2, 5.3 and 5.4 for agreements regarding possible sponsors.

how to obtain support for the collaboration project

5.1
How should the need for support from public agencies be evaluated?

5.2
How should the need for external financial support be evaluated?

5.3
How can funders be located?

example advice

Case D:
"The main mistake we made, in my opinion, was to look for sponsorship that was not strictly necessary, without realising that this was to create very considerable problems in the use of the results."

Education and training programmes are often supported by public bodies, especially if they are innovative in their methods. Before launching your project you should think about whether it is necessary or advisable to obtain some public support to give the venture greater credibility.

It is a good thing to bear in mind that an agreement with a public body exposes the project to the risk of change in political or administrative personnel at a higher level of responsibility than the body itself. To avoid the risk of support being withdrawn, it is advisable to ask that any form of support and collaboration should be formally decided upon.

Chapter 9 contains certain basic information on the main European Community programmes that encourage distance training. It may be useful to make contact with the European or national associations (chapter 11) to find out whether there are national and regional programmes in your own country and if your own project has certain features that can be recognized and supported.

46

justification, public programmes

5.1
How should the need for support by public agencies be evaluated?

Can your project be regarded as consistent with the programmes of public institutions?

Would you modify your original idea in order to be covered by an existing programme?

Would you like to receive:

- public status and recognition?
- public support for contacts with other countries?
- public funds?
- public support in launching the programme in your country (to take on teaching staff, contact experts, etc.)?

Have you given thought to the possible risks associated with the cessation of public support?

Has thought been given to the possibility of partial loss of working independence as a result of any form public support?

example advice

Case C:
"If we had been certain right from the start as to the operating budget and the financial resources available to start up the activity, all these problems would not arise today or at least would be less serious."

If the partner as a whole can independently guarantee the development of the project, recourse to outside financial help should be carefully weighed, because it has repercussions on the amount of work and on the degree of freedom.

Not all sponsors ask for the same degree of formality but almost all sponsors will ask you to show how you have spent their money. This may sometimes entail no more than making copies of your documents, but in others you may have to keep more complex and specific accounts on the project.

funding

5.2
How should the need for external financial support be evaluated?

Is your project self-sufficient from the financial viewpoint, or can the partners as a whole fund the project out of their own resources?

Have you allowed for the fact that applying for financial support implies a commitment to a sponsor (public or private), to be responsible for the money you receive in legal and administrative terms?

Are you prepared to give a precise account of how you are spending your money?

Are you prepared to arrange for an adequate administrative structure for this requirement in your project?

example advice

Case C:
"In our country we have lost government support for the project because partner C obtained sponsorship from an undertaking whose interests were regarded as in conflict with those of a leading public sector group in our country.

I believe that the mistake was not so much in looking for an extra sponsor but in not clearly defining what was expected in return for sponsorship."

It is very important to know clearly what one wants before meeting a sponsor. Initial vagueness may give rise to problems.

Certain sponsors are interested in your project in general terms and will merely want to receive recognition for their contribution. These are the less demanding sponsors, but it may not be easy to attract their attention.
Other sponsors may be more interested in your project because it is in their specific interest to support it or use its results commercially. In this case you will have to find out what you are able and willing to offer. Many sponsors will ask you to give them fuller recognition whenever the project is presented, and this in turn may detract from the overall image of the venture or rule out the possibility of other forms of collaboration. Naturally it is advisable to consult the partners before entering into any formal agreement.

autonomy, financing, negotiation

5.1
How can funders be located?

What is the scale of financial support you would like to obtain from your financiers? Do you expect to be able to find a few large contributions or more numerous contributions but on a smaller scale?

Have you considered the effects of this choice on your independence in managing the project?

Have you prepared a brief document describing the project which you can present to possible sponsors? Does it contain an outline agreement to be signed?

Are public or private sector sponsors preferable for your project and your organization?

Have the financiers which you hope to find a specific, direct interest in the results of the project?

Have you clearly established what the agreement should entail?

Are you sure that offering the sponsors what they expect from the project will not have adverse effects on the credibility of that project?

Have you consulted your partners about the plan for sponsorship?

how should the collaboration project be administered and evaluated?

6.1
How should a management structure be set up?

6.2
How should work be coordinated?

6.3
How can relationships among partners be structured?

6.4
How can the programme be monitored and evaluated?

example advice

Case D:
"In our opinion the reason for the conflict situation that has arisen today lies in having a management structure that pays too much attention to procedures and too little to the project objectives and the possible sources of difficulty."

In particularly complex projects it may be extremely helpful to distinguish between a project policy management group and a technical/operational management group. If this solution is decided upon, it is vital to keep to the original principle of the separation of responsibilities.

Depending on the nature of the project and the practical possibility of effective communication, it may be advisable to adopt different criteria in setting up the groups: uniformity of expertise, interdisciplinarity, use of the same languages, functional complementarity, etc.

tasks, work groups

6.1
How should the management structure be set up?

Is there a representative group of the different partners responsible for the management and overall monitoring of the project?

In your project is it advisable to make a distinction between the "policy" responsibility level and the technical/operational responsibility level?

If you are to set up different work groups, what will the criterion be for their aggregation?

Have you planned procedures for meetings that are sufficiently economical and at which attendance be practicable?

example advice

Case B:
"In my opinion there should have been a clear-cut distinction between major sponsor organizations whose main concern was their need for training, and smaller, more specialized organizations which should have been committed to the production of good quality teaching materials to be used in the project."

Certain functions that need to be identified and unambiguously shared out are:

- overall decision-making
- administration
- technical management
- secretariat

The skills needed may relate to various aspects of a cooperation project, for example:

- management
- research
- production of teaching materials on various technologies
- management of distance training
- contacts with the outside world

An indiscriminate apportionment of all these tasks among all the partners might be the worst possible organizational solution.

tasks, decisions, timing

6.2
How should activities be coordinated?

In the allocation of functions to individual partners, have clear plans been laid down for the tasks, deadlines and levels of acceptability of the results?

Have you drawn up a plan describing the skills required in order to administer the project?

Have you defined recruitment in criteria (including internal recruitment of course) for the staff who will be employed on the project?

Have the levels of autonomy and monitoring procedures planned been drawn up and accepted by all partners?

Have you defined in particular a method of monitoring the timing and deadlines of the work programme, including possible emergency solutions in the event of serious delays on the part of one or more partners?

example advice

Case C:
"We cannot remain tied to the assumption that each decision must be taken in meetings of the partners."

in choosing the person within each body who is responsible for regular contacts, it should be borne in mind that this is a delicate task and that the level of the people concerned may be very different in the organizations taking part in the programme. This situation may give rise to various difficulties if, for example, someone who is not very expert has to give binding instructions to another person with greater experience and authority in another organization.

It is advisable, therefore, that contact tasks normally be allocated to a middle-ranking member of staff and that the people responsible should have the opportunity to meet and to get to know each other better.

Control over various teams may entail various risks, such as over-bureaucracy and lack of motivation, or other reactions to that control itself such as the tendency to conflict, etc. To restrict these drawbacks, it is a good idea to ensure that there can be reciprocity of control among partners.

6.3
How can relations among partners be organized?

Has one person easily identifiable been identified in each body taking part in the collaboration?

What type of communications do the partners use?

Have you set up the technical and language conditions that will ensure that remote communication is effective?

Is there a series of modules and instruments that all partners have agreed to use to communicate among each other?

Is it possible for each partner to have a constant view of what the others are doing?

example advice

Case B:
"Perhaps we have placed too much weight on the standardisation of procedures and attitudes, sometimes losing sight of the general objectives and our partners basic motivations. The time has come to reappraise certain choices."

Controlling the programme is important, especially if there are many work groups that require coordination, but be careful of the problems that may arise as a result of:

- too much control or too little control
- unilateral nature of control
- checks that hamper progress with the project without making the necessary corrections

A prior analysis of the possible critical events is always to be recommended and should take the form of actual "emergency plans". On occasions external evaluation is required by the nature of the collaboration being set up. For example, European Community programmes often state that there must be evaluation. If evaluation has not been planned from the start, it would be advisable to give careful thought not only to the costs but also the possible benefits in terms of independence of judgement, project credibility and savings in the amount of resources to be allocated to internal evaluation.

control, evaluation

6.4
How can the programme be monitored and evaluated?

Has a process of monitoring and evaluation been defined in the light of the criteria agreed at the time of launching the project?

Does this process in fact make it possible to make adjustments en route?

Have you planned practical instruments to monitor progress with the programme in operational terms?

Have you planned precise instruments to evaluate the project results in the light of the criteria you have laid down?

Have you set up common instruments for all partners for the control of the financial management of the project?

Have you drawn up a list of "critical events" which might occur in the project?

Have certain "emergency measures" been planned to cope with sudden delays or difficulties?

Has thought been given to the possibility of external evaluation of the project by bodies not taking part in the collaboration?

60

how should you use the results of the collaboration?

7.1
How should the use of results be organized?

7.2
How can the use of results be improved?

example

Case E:
"It is particularly important for us that course content be evaluated jointly and adapted to the special requirements of our market."

"Introducing a new name is clearly not a good idea. Our advantage lies precisely in the fact that our name has been introduced to the market and is well known. The products should therefore carry our name."

Case D:
"Despite our efforts, a critical situation has arisen in the use of the teaching materials produced as a result of the collaboration. Certain partners are in open conflict as to the use of those materials in outside countries and the publisher we asked for a contribution risks becoming a competitor to what we can offer in the training field."

advice

If there are no clearly defined areas of application for exploiting the results and products, then questions should be asked at an early stage about whether ...

- there are other areas of application and fields of use
- there are public or private bodies that might be interested in the results
- there are prospects for commercial use and whether those prospects may also exist in other countries

products, use of results

7.1
How should the use of the results be organized?

Have you clearly established how the project findings or products can be used and whether they may be exploited?

Do you have sufficient information about possible demand for the results and products?

Is there a clear agreement between partners as to who is to exploit the products?

Has a particular person or group been given responsibility for this task?

Is there a clear agreement between partners as to the way in which the products are to be exploited or marketed?

Were all relevant legal aspects (copyright questions) associated with the product exploitation taken into account?

Has thought been given to exploiting the findings or products in countries other than those in which the partners are established?

93 63

example advice

Case B:
"From our viewpoint it would be extremely useful to clarify at least now what use we want to make of data on current experimentation. This is not a product that can be sold in the same way as a course, but it certainly has a great value to all partners and to many other agencies operating in the sector. We feel that we have not as yet done anything to promote the circulation of the data."

Case E:
"We attach great importance to the course being given targeted publicity. We must also consider carefully whether the courses should be marketed under our name or under a joint name; in the event, our copyright must be protected."

The choice of suitable advertising and public relations measures largely depends on the type of findings and products. Early consideration should, however, be given to determining which measures are useful and whether financial resources are available for such activities. The possibilities include:

- press conferences
- presentations at specialist conferences
- mailing of concise written information
- magazine articles and publications
- brief reports in newspapers
- distribution of information to multiplier agencies

When it comes to advertising and public relations, the tendency is to think only of the world of the specialist. Experience has shown, however, that interest is often shown by non-specialists or from circles only marginally concerned with the actual specialist area.

64

marketing, use of results

7.2
How can the use of results be improved?

Have you in your planning taken account of all possible markets or agencies who might be interested in the results?

Have you found sufficient alternatives for using or commercially exploiting your products and results?

Do you have information about the response your project has had or the image it enjoys in the trade press or in important market areas?

What publicity and public relations activities are you planning for the project results?

Have you informed important target groups or partners about the results of the project?

Have you prepared written documents for this purpose?

What other forms of publication are you planning?

Is there among the partners a "foreign minister" responsible for public relations work and for marketing any results?

Can the project results be used in areas other than the ones for which you originally planned and made provision?

Are they transferable to other fields of application?

Do you plan to continue the project or to develop the products further?

Chapter 8
A few difficulties that have arisen in international collaboration

This chapter contains a brief description of certain cases of international collaboration which may be helpful in avoiding certain classic errors. In fact these are not descriptions of international collaboration projects, but rather an account of critical situations and possible ways of remedying them. The figures beside the statements expressed during the meetings refer to the chapters and the problems for which the list of control questions has been prepared. It may be helpful to go back over those pages if you find that certain critical situations are relevant to your own project.

Case A:
Production of teaching materials

Training centre A has some experience with the development of teaching materials for distance training as well as management experience in this sector. One month before the deadline for the presentation of applications to the COMETT project, the director of the centre decides to propose that a transnational network be set up for the purpose of producing and testing distance training materials. In his opinion, there would be certain advantages in his centre being part of a European programme: for example, the pooling of experience and probably an economy of scale in the production of videos.

He starts to contact possible partners in the light of relations that he has already established following a study visit a year earlier. He manages to form a working group which includes four countries, including the authority for vocational training in his own country. All the agreements are general in nature, arrived at by telephone and confirmed by letter. The plan of work has been defined in very general terms without clearly differentiating the roles of the individual partners. The plan is submitted to the EEC committees. The document is not agreed before its consignment and is sent to the partners the following week.

Three months later the project is accepted and some of the partners start to communicate with each other and to pool their views as to the next steps to be taken. Since opinions vary, a meeting is set up. These are some of the opinions expressed during this meeting.

Partner A: "We have the impression that some of the partners are not really motivated about the project, and that they are not replying promptly to our enquiries".

Partner B, 2.4: "We have to point out that, since the agreement has never been fully formulated, we have difficulty in persuading our management to give us its full support in the operation".

Partner C, 1,1: "In our case there was an extremely strong intention to cooperate at the time of the agreement, but we feel that a certain vagueness in defining the purpose has not helped when it comes to the practical launching of operations. We have felt that setting up a vague international cooperation network did not adequately meet our expectations, which were to reduce the cost of producing materials for our personnel."

Partner D, 3.3: "Our organization should have been involved in analysis of training needs, not in the development of teaching materials, since this is a field in which we do not have adequate expertise."

Partner E, 3.2: "Our agency joined the project with the intention of promoting the general development of research on distance training. I feel that the trend towards production and marketing of products means that our presence is not very significant, indeed it may be embarrassing."

Partner A, 1.2: "In fact there was so little time available to draw up the project and find the partners that we were unable to give adequate thought as to what each of us was being required to do and our resources. I believe that we should reconsider this cooperation right from scratch."

Partner F, 2.2: "In my opinion, if the project leader had looked for partners with the criteria that they should be complementary rather than that he likes them personally, we should not be in this crisis situation today."

Partner A, 1.3: "We should in fact have evaluated our strengths as the organization leading the cooperation and sought partners which might benefit from those strengths and contribute different resources and skills."

Partner B, 3.1:

"Without a clear-cut definition of the objectives of collaboration it was not possible seriously to motivate a differentiation of roles. In our opinion, this is the point at which our current problems started."

The meeting concludes with partner E leaving the project and with a clear definition of the purposes of the project to produce and test 8 distance training modules in the sector in which the promoting agency has the greater expertise. Some of the partners are collaborating with the identification of needs and the initial design of the course, others with producing the teaching materials, the modules being broken down in accordance with the existing materials in each partner's country.

Case B:
Joint experimentation in a distance training model in different countries

One of the leading institutions in the training field (partner A) would like to verify a distance training model in other countries which has had some success in its own country. The system is based on satellite and computer transmission.

Partner A contacts other partners in other countries, some of which are large and well known organizations, while others are smaller centres specializing in distance training.

The institute drafts a preliminary version of a clear-cut plan that is open to suggestions and arrives at a general agreement as to the idea of collaboration. The partners agree as to the definition of a series of instruments to record progress with the project and on defining a common administrative strategy finding user groups and determining prices. Not much attention is paid to the materials to be used nor to those already available, nor to those to be produced by one or more of the partners.

After a few months of the experimental distribution of short distance training courses, it becomes evident that the larger organizations are more successful in finding students whereas the smaller organizations in less advanced countries are finding it increasingly difficult to finance the project because of the low level of demand for training. It is also obvious that some of the larger organizations are taking over the leadership of the project and are tending to take decisions more independently, not always allowing for the problems and needs of the smaller organizations.

After one year the management committee meets for the third time and has a particularly interesting discussion, of which extracts are cited below.

Partner D, 2.1:

"We are considering withdrawing from the project because in our country, where there is a very limited tradition of distance training, large investment in advertising would be needed to create sufficient demand to give a return on our investment. Perhaps we were mistaken in associating with partners who are far stronger than we are in financial terms."

Partner A:

"I do not believe that withdrawal is a solution. Other partners have displayed far less commitment and are using their involvement in the project solely to promote their image without making any contribution and without contributing financially to the venture. I believe that your position is more honest and that thought could be given to the extent of the financial contribution shouldered by yourselves."

Partner B, 6.2:

"In my opinion there should be a clear distinction between large sponsor organizations, whose main expressed need is one of training, and smaller specialised organizations, which should have been able to be committed to the production of good quality materials for use in the project."

Partner C, 3.5:

"Right from the start it has been unclear whether the production of materials was an important objective of the collaboration and whether the overall results of the project should also be evaluated in the light of the quality of the materials produced, not just market success in the different countries. How can we evaluate the project solely in the light of certain percentage measurements, in the absence of actual agreed criteria?"

Partner A, 6.4:

"In this phase of the project, we must recognize that we have perhaps placed too much weight on the standardization of procedures and attitudes, sometimes losing sight of the general objectives and the basic motivations of the individual partners. The time has come to reconsider certain choices."

Partner D:

"From our viewpoint it would be extremely useful to clarify at least now what use we want to make of data on current experimentation. This is not a product that can be sold in the same way as a course, but it certainly has a great value to all partners and to many other agencies operating in the sector. We feel that we have not as yet done anything to promote the circulation of the data."

After the meeting ends many decisions are reached:

- certain partners are asked to drop out of the project because of their lack of commitment;
- two different levels of financial contribution are defined so that the smaller partners committing themselves to the project can continue to participate;
- a programme is defined for the production of new materials and the smaller partners with considerable expertise in the field are asked to produce some of these;
- a session is arranged to define the criteria for evaluating the project and for simplifying administrative procedures;
- one partner is asked to write up an annual report on the project for distribution to all the partners. This report is to have a limited circulation to encourage contributions from selected experts promoting the system, but not so wide as to make the weaknesses of the project evident to a broader public.

Case C:

Research institute A, specializing in the field of educational technologies and their applications to distance training, wishes to strengthen its contacts with other foreign institutes and takes the opportunity offered by a newly launched European Community programme to propose a common project involving partners from five countries. All the partners meet three times to draw up a draft programme and agree on a strategy for financing that part of the project which would not in any case be funded by the EC Commission.

Although the partners believe that the funds required are far greater, the project is estimated at 500,000 ECUs and is submitted to the Commission after receiving certain promises from the authorities in the five countries. The project is then accepted by the Commission, but the amount received is only 150,000 ECUs instead of the 250,000 expected. Furthermore, in two countries the authorities change their minds and are no longer prepared to support the programme.

A decision is reached to continue the research with the original budget and to seek some other sponsors. These are then found: two large companies in the high technology sector, which are interested in the research findings.

Lacking experience on the administrative side of the project, the funds are very much delayed by comparison with the scheduled timing. Many partners decide not to embark on any substantial work unless they receive an advanced payment. This becomes obvious to the main contractor only six months after the official launch of the programme. In this period, communications have been very sparse and only one meeting has been held, two of the partners deciding

not to attend that meeting due to its cost. Six months later there is only a preliminary outline of the research tasks and no decision whatsoever on the implementation of the study.

The main contractor feels it necessary to relaunch the project and asks all the partners to attend a general meeting to define a precise programme of work for the next six months. It offers to advance the cost of travel and accommodation. All the partners attend the meeting. The following are some of the points discussed:

Partner A: "I am extremely dissatisfied with the amount of work but even more with the level of communication that has existed among us up to this time. Some of the partners have not even made it known that they were very much behind schedule in their work or that they did not intend to start work until an advance was paid. If this was the level of communication it is impossible to develop an international project."

Partner D, 4.1: "I feel we ought not to be criticised for having adopted a prudent financial approach or for not having embarked upon more costly work. In our opinion the initial budget was underestimated right from the start. The uncertainties ensuing from the failure to keep certain promises naturally reinforced our cautious, but not defeatist, attitude."

Partner C: "From our viewpoint it has been a very negative factor that we did not think right from the start about an effective system of monitoring progress with the work. None of the partners was aware of the work being done by the others and the difficulties they were meeting."

Partner B, 3.4: "It must be admitted that we are not used to communicating with partners in other countries except by means of meetings. Between meetings work tends to slow down due to the lack of regular contact with the partner in the other country."

Partner C, 6.3: "It is only natural, in trusting to the postal service, that the time taken to reply was not as quick as it might have been, and the level of interaction is certainly low. It is a paradox that, in developing research on technologies and communication and information as applied to training, we find that we have not made adequate use of those technologies to communicate among ourselves. We cannot remain anchored to the idea that each decision must be taken in meetings among the partners."

Partner E, 5.2: "If we had been certain right from the start as to the operating budget and the financial resources available to start up the activity, all these problems would not have arisen today or at least would be less serious. I believe that administrative inexperience on the part of the leading institute considerably slowed down the launching of operations."

Partner B: "It would have been useful to have some financial certainty right from the start, but sometimes sponsorship acquired too hastily can be counter-productive. In our country we have lost government support for the project because partner C obtained sponsorship from a concern whose interests were seen as conflicting with those of a leading public sector group in our country."

The remainder of the meeting is devoted to a realistic analysis of the resources needed in implementing the project. The partners agree as to the fact that at the beginning the project costs have been underestimated by about 40 % and, considering the cost situation and the impossibility of meeting the deadlines in the plan defined, they decide to stop work and give up the funding from the EEC. Other sources of funds will be used, on condition that authorization is given to develop preparatory work on a new project with some of the partners.

Case D:
Co-production of some of the teaching materials

Training institute A, one of the leading institutes in its own country, with many training centres, decides to invest in distance training to increase distribution efficiency and to provide refresher training for its own staff of several hundred trainers. Through a very formal approach, the institute finds certain partners of various kinds in other countries. There is a good deal of delay in reaching agreement and there is a risk of missing the deadline for obtaining public funding for part of the project. This point becomes obvious, and in reaction, the main contractor speeds up all the procedures for delivering the project, draws up the plan of work and the financial plan, distributing the financial resources among the partners according to what it feels are balanced criteria, notifying the partners only after consignment.

Although the training agencies have sufficient financial resources for that part of the project which would not in any case have been financed by the authorities, partner A decides to seek certain sponsorships from a major publishing house which might cooperate with the production of the finished training materials.

In spite of this abrupt acceleration before presentation of the project, work progresses very slowly, the procedures are bureaucratic and the reports and all partners send each other all their documents regularly. In spite of delays, the project produces good quality materials ready for use by all partners in their respective countries, since they have been produced by all of them (each one has produced one quarter of the material and has translated the other three parts).

A major problem arises when the publishing house sponsoring the project claims its rights to the distribution of the materials through its own

commercial network in all four countries involved. Furthermore, partner C signs an agreement with its own foreign ministry on the use of some of the materials to train trainers in eight developing countries, in some of which the most widly used European language is that of partner B. An emergency meeting is convened a few weeks before the launch of the programme for trainers. These are some of the opinions expressed by the partners:

Partner A, 7.1: "Despite our efforts, a critical situation has arisen in the use of teaching materials produced as a result of the collaboration. Certain partners are in open conflict as to the use of those materials in outside countries and the publisher we asked for a contribution risks becoming a competitor to what we can offer in the training field."

Partner C, 3.6: "I do not feel that the materials resulting from the cooperation can be said to have been improperly used. Since the criteria for their use had not been defined in advance, each partner regarded itself as free to dispose of all the materials according to whatever opportunities arose."

Partner B, 6.1: "In our opinion the reason for the conflict situation that has arisen today lies in having a management structure that pays too much attention to procedures and too little to the project objectives and the possible sources of difficulty."

Partner D, 4.2: "The entry of partners in a project that has already been defined in terms of finance and aid, without participating in it, to the search for sponsorship has in practice created one dominant partner and a situation that is likely to consolidate into a bureaucratic/centralistic approach which partner A already had."

Partner A, 5.1: "I do not believe that we can be criticised for having managed the project in a centralized way. The financial resources were shared out in such a way as to protect the interests of all partners. The main mistake we made, in my opinion, was to look for sponsorship that was not strictly necessary, without realising that this was to create very considerable problems in the use of the results."

Partner C, 5.4:

"I believe that the mistake was not so much in looking for an extra sponsor but in not clearly defining what was expected in return for sponsorship; since it was not agreed at the start it is clear that a publisher is trying to derive the maximum possible benefit from an undefined situation."

The meeting ended two hours later with an agreement between partners C and B and with the immediate use of the materials in certain developing countries. At the same time a negotiating group is set up to determine the general terms for the use of the materials outside the four countries where the partners are based.

The group then agrees to make a proposal to the publishing house granting it the right to the sale of the materials, but only one year later and at an agreed price, accessible only to a different target group from that of the four training institutes.

Case E:
Commercial joint venture

A private correspondence institute (partner A) has specialized in the field of informatics and electronics and is successfully developing and running courses for the domestic distance education market.
The undertaking has so far never collaborated with foreign distance training establishments, but over the years contact has been built up at various meetings of national and international associations which have led to regular exchanges of ideas between a number of partners.

In this way the institute obtains a certain overview about the distance training situation in other countries and forms the impression that there might be a demand for its products in those countries. Basically, there has been an interest for some time in seeking new and expanded markets for its own products.
The head of the institute summarises these thoughts as follows.

1.1 "We wanted to expand, that was
2.2 the first important decision. We believe that we have an extremely good product in our field since we have our own development department and we are constantly revising our present courses and incorporating new technical developments into the teaching programme. There is only limited scope for further growth in the domestic market, and we have refocussed our sights on foreign markets. We obtained initial information about the market through contacts with colleagues. Unfortunately, there are few other opportunities in the field of distance training for obtaining information."

1.1 "At first we thought of opening a branch in another country but the risks were too high and we did not have precise information about the situation and

requirements in other countries. In addition, we did not have enough capital for the necessary investments."

The next stage is to go out and look for possible partners for cooperation in other European countries.

2.2 "We did a number of things. At association meetings, we spoke with colleagues from several countries who we found interesting. We made contact with ministries and evaluated a number of publications. We devoted a lot of time to this exercise in order to obtain a good general picture.

"But this is just the first stage of the preparatory work. As things progress, it becomes clear that the work entailed in locating a suitable partner is far more complex than has been thought.

2.3 "After a number of talks with parties potentially interested in collaboration, it became clear to us that we had to clarify our ideas. We developed a need profile and decided to negotiate with various possible partners."

Partner A sets up a meeting with potential cooperation partners in which the aims and prospects of a cooperative arrangement are to be discussed in detail. Partner B, with whom in the past there have already been close links, is a small correspondence institute with a strong commercial bias. Partner C is a correspondence institute specializing in the technical field. Partner D is one of the largest correspondence institutes in its country offering correspondence courses across the whole subject spectrum. During the first part of their meeting the aims of a collaborative arrangement are discussed. It emerged that in terms of detail, the partners have very different ideas.

Partner A, 1.1, 1.2:

"We're looking for new markets for our courses. Our partners should be able to assess the market prospects in their own countries. They should be able to take over the running and marketing of courses in their countries. At the same time, they should also have the capacity to translate and produce the materials."

Partner D, 2.1:

"That is broadly in line with our thinking too. What we have have to offer in the field of informatics and electronics is still limited and we would gladly expand, but careful thought has to be given as to whether the courses offered by A satisfy the requirements on our market and whether they correspond to our house style."

"We have indeed considered extending our programme with new courses and investigating whether there are suitable offers. But our primary interest is to find buyers for our products and to test this out in a pilot project."

Partner C, 1.1, 2.4:

"We also have difficulties determining whether Partner A's products are suitable for us since no-one in our organization understands the language.

Partner D, 1.2:

"We are a small institute. Our main area of activity is in the technical field. Consequently we are not prepared to launch ourselves wholeheartedly into a new field in which we have no experience and qualifications. At the same time, it is difficult for us to assess what prospects the course offered by partner A and partner C will have in our country."

In view of the differing interests, further meetings are held to evaluate the prospects for partners A and D, between whom there is the closest consensus as to the objectives for a joint project. At several working sessions, agreements are reached on the basic stages of collaboration. The major problem areas concerned the adaptation of courses to foreign circumstances and in connection with questions of the advertising and marketing of courses.

Partner D, 7.1:

"It is particularly important for us that the course content be evaluated jointly and adapted to the special requirements of our market."

Partner A, 7.2: "We attach great importance to having targeted publicity to the courses we are offering. We must also consider whether the courses are to be marketed under our name or under a joint name; in any event, our copyright must be protected."

Partner D, 7.1: "Introducing a new name is clearly not a good idea. Our advantage lies precisely in the fact that our name has been introduced to the market and is well known. The products should therefore carry our name."

Solutions to all these problems are worked out to all partners' satisfaction. Overall, the cooperation is very successful and the joint courses have a very good market take-up. Both partners plan to expand and extend their cooperation.

Chapter 9
European Programme for the promotion and development of distance training

The programmes described below are run under the responsibility of the European Community.
The address for enquiries is still the same:

COMMISSION FOR THE EUROPEAN COMMUNITIES
DIRECTORATE-GENERAL FOR SCIENCE,
RESEARCH AND DEVELOPMENT
2000 rue de la Loi
B–1049 Brussels.

The contacts for individual programmes are given at the end of each entry.

DELTA – Developing Learning through Technological Advance

The aim of the project is to stimulate progress and cooperation in learning technology and its application, based on sophisticated information and telecommunication technologies.

DELTA has five action lines:

- interdisciplinary concertation on present and future learning support requirements
- cooperative development of advanced learning technology
- testing and validation of advanced learning technology concepts based in systems integration
- promotion of interoperability of learning and communication; technology equipment, software and services
- creation of favourable conditions for advanced learning throughout Europe

COMETT – Community Action Programme for Education and Training Technology

The programme objectives are to:

- improve the contribution of, in particular, advanced technology training at various levels concerned and thus the contribution of training to the economic and social development of the Community
- foster the joint development of training programmes and the exchange of experience, and also the optimum use of training resources at community level, notably through the creation of transnational sectoral and regional networks of, in particular, advanced technology training projects
- respond to the specific skill requirements of small and medium-sized business;
- promote equal opportunities for men and women initial and continued training in, in particular, advanced technology
- give a European dimension to cooperation between universities and industry in initial and continuing training relating to technologies and their applications and transfer.

Agencies responsible:
Task Force for Human Resources, Education, Training and Youth Tel: Brussels 235.51.98
COMETT Technical Assistance Unit
Tel: Brussels 733.97.55

ERASMUS – European Community Action Scheme for the Mobility of University Students

The programme objectives are to:

- promote broad and intensive cooperation between universities in all Member States of the Community
- enable students to acquire initial training by spending an integrated period of study in another Member State
- increase mobility of university teaching staff
- strengthen the interaction between citizens in different Members States
- ensure the development of a pool of graduates with direct experience in intra-Community cooperation, thereby creating the basis upon which intensified cooperation in the economic and social sectors can develop at Community level

Agencies responsible:
Task Force for Human Resources,
Education, Training and Youth
ERASMUS office
Tel: Brussels 233.01.11

EUROTECNET – A Network of Demonstration Projects on Vocational Training and New Information Technologies

- The network highlights the potential of promising new approaches in Member States with a view to improving the capacity of the training systems to be adapted to meet the new challenges arising from technological change and industrial innovation.
- The network serves as a forum for the exchange and examination of new training ideas and techniques.

Agencies responsible:
Task Force for Human Resources,
Education, Training and Youth
Tel: Brussels 235.50.00

Chapter 10
Information on distance training in Europe

10.1 Community and national initiatives

Internal European Community activities in the field of information on distance training are linked with various programmes and agencies, which are listed below:

- under COMETT, a database is being set up on projects coming under the COMETT programme itself, in particular as regards teaching materials, training courses, databases and bulletins; as of this time, most information is distributed in hard copy
- information on EUROTECNET programme projects are accessible on line via ECHO (European Community host organization). This information relates to the promoters and agencies linked with each project, the socio-economic context, the objectives and contents, the structure and methods, trainers and their training, evaluation and research, results and products; EUROTECNET compendium is also produced containing summary data.
- the DELTA programme includes gathering of information on participating agencies, with their particulars, typology, field of interests, subjects covered and work done in the field of training with new technologies.
- EADTU (European Association of Distance Teaching Universities), which is concerned with the promotion of cooperation among its members, has published a directory of institutions which are members. EADTU has also planned a catalogue of the courses planned and available.
- EUDAT (European Association for the Development of Databases on Education and Training) has conducted a survey of European databases on education and training, distributed in hard copy. It is setting up a working group on multimedia training.

- ICDL (International Centre for Distance training) has produced a database on agencies operating in the field of distance training.

The database was updated in 1989 with data on institutions, programmes and distance training courses, as well as information and documentation resources. The database was updated in collaboration with UNESCO, ICDE (International Council for Distance Education) and UNU (United Nations University). ICDL also produces a bibliographical database on distance education. The descriptors used as indices will be the subject of a small thesaurus on the subject.

In France there are in essence four bodies operating in the distance training sector:

- PROTEE, which produces a guide to teaching resources that will include the largest possible number of producers of information, products and services
- RACINE (Reseau d'Appui et de Capitalisation des Innovations Européennes) has set up a network for support and capitalisation of European innovations in collaboration with EUROTECNET
- CENTRE INFFO, which, although not operating directly in the field of distance training is an essential source as regards a source of central information. INFFO also produces a database and a thesaurus on vocational training (Formacode)
- ORAVEP (Observatoire des Ressources Audio Visuelles pour l'Education Permanente) produces a database on audio-visual teaching materials, which is also distributed in the form of an annual catalogue.

In Germany there are four ventures in operation:

- MEDIENBANK, a database produced by BIBB (Bundesinstitut für Berufsbildung), for teaching materials for vocational training

- BIBB also produces a second database on distance training, containing particulars of all the training itineraries and university courses based on distance training. Its data is distributed in catalogue form
- BWDB (Berliner Weiterbildungsdatenbank – Berlin Databank for Further Education) is a database on vocational training courses, produced by Data-Print, a company that also plans a database on distance training courses.
- ZIFF (Zentrales Institut für Fernstudienforschung – Central Institute for Research), part of the Fern-universität of Hagen, has conducted an international survey on distance training and has published its findings.

In Great Britain there are various ventures promoting information on distance training:

- MARIS-NET is a database containing data on open learning materials. MARISNET takes part in various projects, including the TAP (Training Access Point) project that can be used for telematic consultation of MARIS-NET, ECCTIS and PICKUP databases, containing information on education and training. The Superclass Thesaurus has been produced under the programme
- Open Learning Directory, produced by the Man-power Services Commission, provides detailed information on open learning courses

In Italy there are a few projects in this sector:

- DIOIKEMA, a company that has produced a national information system on vocational training with an archive of innovatory teaching materials. It has also published its Red Uno catalogue, with a section on English open learning projects
- AICA (Associazione Italiana di Calcolo Automatico), which publishes a directory of learning software
- ISFOL collates and distributes information on distance training materials and teaching materials in general
- CUD (Consorzio per l'Università a Distanza) plans to set up a distance training documentation centre

10.2
The CEDEFOP European database on distance training

In parallel with the development of this guide, under the same project and with the same objective in mind, CEDEFOP has promoted a prototype European database on distance training, consisting of three archives:

- organizations that are active (with different roles) in distance training projects (to be produced in cooperation with ICDL and EADTU ventures)
- distance training teaching materials (solely by means of conventions with existing data-banks)
- projects which, although not yet at an advanced stage help to launch cooperation among interested partners in individual member states

The initiative is intended to link with existing ventures in order to promote wider cooperation and greater accessibility to the target audience.

In particular the projects archive should help to launch cooperation among partners from different countries at the time when projects are in their initial phase.

The project has been created by SCIENTER by setting up a network of organizations which have compiled the data in each Member State:

DEUS – TRAINET
Halmstadgade, 6
DK-8200 ARHUS
DENMARK

FUNDESCO
c/Alcalà, 61
28014 Madrid
SPAIN

GUILDFORD EDUCATIONAL SERVICES
32 Castle Street
GUILDFORD
SURREY GU1 3UW, UK

IIS
10-12 Kifisias Avenue
Amarousion 15125
ATHENS GREECE

NDEC
Glasnevin
DUBLIN 9
REPUBLIC OF IRELAND

FOREM
5, Boulevard de l'Empereur
BRUXELLES 6000 BELGIUM

OPEN UNIVERSITEIT
Walkenburger Weg 167
6401 HEERLEN
NETHERLANDS

PROTEE
45, rue Saint-Roch
F-75001 PARIS
FRANCE

SCIENTER
Via San Felice, 26
40122 BOLOGNA
ITALY

UNIVERSIDADE ABERTA
Rua da Escola Politecnica 147
1200 LISBOA

Z.F.U.
Peter-Welter-Platz 2
5000 KÖLN 1
FEDERAL REPUBLIC OF GERMANY

Chapter 11
Distance training associations

Many international associations are concerned with distance training and may serve as useful reference points for finding out about current ventures and for seeking partners for ones own collaboration projects. This is a brief list of what appear to be the more significant international associations as of November 1989:

International Council for Distance Education (ICDE)

This is the largest world association for distance education, affiliated to UNESCO and with members in more than 60 countries. Its members include major organizations such as the Open Universities and individual experts and practitioners in the field.
ICDE organizes a world conference every two years as well as various "regional" meetings. It publishes a regular bulletin containing information on the latest developments in the field of distance training.

address:
International Council for Distance Education (ICDE)
Secretary Mr. Reidar Roll
Gjerdrumsvel 12
N – 0486 Oslo 4
NORWAY
Tel: (+47)2 950630
Fax: (+47)2 950719

Association of European Correspondence Schools (AECS)

AECS is an association of some 70 private distance learning colleges and other institutions in Europe. The member organizations are from Belgium, Denmark, the Federal Republic of Germany, Finland, France, UK, Ireland, Italy, Netherlands, Norway, Austria, Portugal, Spain, Sweden, Switzerland and Turkey. Its associates also include institutions from Brazil, Argentina and Canada.

Contact:
Association of European Correspondence Schools (AECS)
Secretary, Mr. Erling Ljosa
NKS
Postboks 5853 N – 0308 Oslo 1
NORWAY
Tel: (+47) 2 603 290
Fax: (+ 47) 2 568 537

AECS also provides the organizational framework for a number of national associations for distance learning.

Keizersgracht 756
1017 ED Amsterdam
THE NETHERLANDS
Tel: (+13) 20 382441
Fax: (+31) 20 382879

CHANNEL E

This is a partnership offering organizations operating in the socio-cultural and educational field an opportunity to produce TV programmes for transmission in Europe. There are plans for the service to be broadcast via ASTRA satellite.

CHANNEL E
Peter Heinze
University of Manchester
M13 9PL MANCHESTER
Tel: (+44) 61 2732754
Fax: (+44) 61 27388788

Intermaps

This is a partnership promoted by the European Community DELTA programme to encourage the movement of information among agencies involved in the programme and other bodies operating in the field of distance training. It produces an electronic newsletter on EUROCOM and a printed newsletter.

INTERMAPS Coordination
Paul Held & Walter F. Kugemann
FIM-Psychologie, Universität Erlangen Nürnberg
Maximiliansplatz 3
D-8520 Erlangen
Tel: (+49) 9131854735
Fax: (+49) 9131854738

Start-up

This is a partnership that includes various European bodies producing multimedia materials in the education and training environment. The purpose of the project is to promote the production, quality and commercial distribution of such products.

EUROPEAN COORDINATION
Eric Barchechath, Serge Pouts-Lajus OTE,
38 rue de Bourgogne
75007 PARIS
FRANCE
Tel: (+33) 1 45559697
Fax: (+33) 1 45560591

CEDEFOP – European Centre for the Development of Vocational Training

Guide to transnational cooperation in the field of distance training
edited by Duccio Guerra, text by Giancarlo Corsi, Claudio Dondi, Guido Kammerer, Anna Maria Linsalata

Luxembourg: Office for Official Publications of the European Communities

1991 – 97 pages – 16.0 x 20.0 cm

ISBN: 92-826-1814-5

Catalogue number: HX-59-90-443-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

94

Venta y suscripciones • Salg og abonnement • Verkauf und Abonnement • Πωλήσεις και συνδρομές
Sales and subscriptions • Vente et abonnements • Vendita e abbonamenti
Verkoop en abonnementen • Venda e assinaturas

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad
Rue de Louvain 42 / Leuvenseweg 42
1000 Bruxelles / 1000 Brussel
Tél. (02) 512 00 26
Fax 511 01 84
CCP / Postrekening 000-2005502-27

Autres distributeurs /
Overige verkooppunten

Librairie européenne/ Europese Boekhandel
Avenue Albert Jonnart 50 /
Albert Jonnartlaan 50
1200 Bruxelles / 1200 Brussel
Tél. (02) 734 02 81
Fax 735 08 60

Jean De Lannoy
Avenue du Roi 202 /Koningslaan 202
1060 Bruxelles / 1060 Brussel
Tél. (02) 538 51 69
Télex 63220 UNBOOK B

CREDOC
Rue de la Montagne 34 / Bergstraat 34
Bte 11 / Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

J. H. Schultz Information A/S
EF-Publikationer
Ottiliavej 18
2500 Valby
Tlf. 36 44 22 66
Fax 36 44 01 41
Girokonto 6 00 08 86

BR DEUTSCHLAND

Bundesanzeiger Verlag
Breite Straße
Postfach 10 80 06
5000 Köln 1
Tel. (02 21) 20 29-0
Fernschreiber
ANZEIGER BONN 8 882 595
Fax 20 29 278

GREECE

G.C. Eleftheroudakis SA
International Bookstore
Nikis Street 4
10563 Athens
Tel. (01) 322 63 23
Telex 219410 ELEF
Fax 323 98 21

ESPAÑA

Boletín Oficial del Estado
Trafalgar, 27
28010 Madrid
Tel. (91) 446 60 00

Mundi-Prensa Libros, S.A.
Castelló, 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)
Télex 49370-MPLI-E
Fax (91) 575 39 98

Sucursal
Librería Internacional AEDOS
Consejo de Ciento, 391
08009 Barcelona
Tel. (93) 301 86 15
Fax (93) 317 01 41

Generalitat de Catalunya
Librería Rambla dels estudis
Rambla, 118 (Palau Moja)
08002 Barcelona
Tel. (93) 302 66 35
302 64 62

FRANCE

Journal officiel
Service des publications des Communautés européennes
26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 40 58 75 00
Fax (1) 40 58 75 74

IRELAND

Government Publications Sales Office
Sun Alliance House
Molesworth Street
Dublin 2
Tel. 71 03 09

or by post

Government Stationery Office
EEC Section
6th floor
Bishop Street
Dublin 8
Tel. 78 16 66
Fax 78 06 45

ITALIA

Licosa Spa
Via Benedetto Fortini, 120/10
Casella postale 552
50125 Firenze
Tel. (055) 64 54 15
Fax 64 12 57
Telex 570466 LICOSA I
CCP 343 509

Subagenti:

Libreria scientifica Lucio de Biasio - AEIOU
Via Meravigli, 16
20123 Milano
Tel. (02) 80 76 79

Herder Editrice e Libreria
Piazza Montecitorio, 117-120
00186 Roma
Tel. (06) 679 46 28/679 53 04

Libreria giuridica
Via XII Ottobre, 172/R
16121 Genova
Tel. (010) 59 56 93

GRAND-DUCHÉ DE LUXEMBOURG

Abonnements seulement
Subscriptions only
Nur für Abonnements

Messageries Paul Kraus
11, rue Christophe Plantin
2339 Luxembourg
Tél. 499 88 88
Télex 2515
CCP 49242-63

NEDERLAND

SDU Uitgeverij
Christoffel Plantijnstraat 2
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 378 98 80 (bestellingen)
Fax (070) 347 63 51
Telex 32486 stdru nl

PORTUGAL

Imprensa Nacional
Casa da Moeda, EP
Rua D. Francisco Manuel de Melo, 5
P-1092 Lisboa Codex
Tel. (01) 69 34 14

Distribuidora de Livros Bertrand, Ld.ª
Grupo Bertrand, SA
Rua das Terras dos Vales, 4-A
Apartado 37
P-2700 Amadora Codex
Tel. (01) 493 90 50 - 494 87 88
Telex 15798 BERDIS
Fax 491 02 55

UNITED KINGDOM

HMSO Books (PC 16)
HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (071) 873 9090
Fax GP3 873 8463
Telex 29 71 138

Sub-agent

Alan Armstrong Ltd
2 Arkwright Road
Reading, Berks RG2 0SQ
Tel. (0734) 75 18 55
Telex 849937 AAALTD G
Fax (0734) 75 51 64

CANADA

Renouf Publishing Co. Ltd
Mail orders — Head Office:
1294 Algoma Road
Ottawa, Ontario K1B 3W8
Tel. (613) 741 43 33
Fax (613) 741 54 39
Telex 0534783

Ottawa Store:
61 Sparks Street
Tel. (613) 238 89 85

Toronto Store:
211 Yonge Street
Tel. (416) 363 31 71

JAPAN

Kinokuniya Company Ltd
17-7 Shinjuku 3-Chome
Shinjuku-ku
Tokyo 160-91
Tel. (03) 354 01 31

Journal Department
PO Box 55 Chitose
Tokyo 156
Tel. (03) 439 01 24

MAGYARORSZÁG

Agroinform
Központ:
Budapest I., Attila út 93, H-1012

Levélcím:
Budapest, Pf. 15 H-1253
Tel. 36 (1) 56 82 11
Telex (22) 4717 AGINF H-61

ÖSTERREICH

Manz'sche Verlags- und Universitätsbuchhandlung
Kohlmarkt 16
1014 Wien
Tel. (0222) 531 61-0
Telex 11 25 00 BOX A
Fax (0222) 531 61-81

SCHWEIZ / SUISSE / SVIZZERA

OSEC
Stampfenbachstraße 85
8035 Zurich
Tel. (01) 365 51 51
Fax (01) 365 54 11

SVERIGE

BTJ
Box 200
22100 Lund
Tel. (046) 18 00 00
Fax (046) 18 01 25

TÜRKIYE

Dünya Süper Dagitim Ticaret ve sanayi A.Ş.
Narlibahçe Sokak No. 15
Cağaloğlu
Istanbul
Tel. 512 01 90
Telex 23822 DSVO-TR

UNITED STATES OF AMERICA

UNIPUB
4611-F Assembly Drive
Lanham, MD 20706-4391
Tel. Toll Free (800) 274 4888
Fax (301) 459 0056
Telex 7108260418

YUGOSLAVIA

Privredni Vjesnik
Bulevar Lenjina 171/XIV
11070 - Beograd
Yougoslavie

ALTRES PAYS
OTHER COUNTRIES
ANDERE LÄNDER

Office des publications officielles des Communautés européennes
2, rue Mercier
L-2985 Luxembourg
Tél. 49 93 81
Télex PUBOF LU 1324 b
Fax 48 85 73
CC bancaire BIL 8-109/6003/700

10/90

BEST COPY AVAILABLE

European Centre for the
Development of Vocational Training
Jean Monnet House, Bundesallee 22,
D-1000 Berlin 15

telephone 030/884120; telefax 030/8841222 22;
telex 184163 eucen d

05 17 23

HX-59-90-443-EN-C

Price (excluding VAT) in Luxembourg: ECU 7

ISBN 92-826-1814-5

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L-2985 Luxembourg

BEST COPY AVAILABLE